

# Entry 3, Level 1 and Level 2 Award in the Principles of Using Written and Spoken English (3844-10/11/21)

September 2017 Version 2.3

## Qualification at a glance

Subject area	Foundations for learning and life
City & Guilds number	3844-10/11/12
Age group approved	All
Entry requirements	n/a
Assessment	E-volve test
Fast track	Available (see p. 6 for details)
Support materials	See p. 8 for details
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Entry Level Award in the Principles of Using Written and Spoken English (Entry 3)	99	100	3844-10	601/1420/4
Level 1 Award in the Principles of Using Written and Spoken English	58	100	3844-11	600/7917/4
Level 2 Award in the Principles of Using Written and Spoken English	58	100	3844-21	600/7918/6

Version and date	Change detail	Section
2.1 December 2013	Amended assessment information re paper-based tests	Assessment
2.2 June 2014	Amended test spec detail for unit 001	Assessment
2.3 September 2017	Added TQT and GLH details  Deleted QCF	Qualification at a Glance, Structure  Appendix

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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	The main purpose of these qualifications is for learners who need to develop the English skills at a level necessary to function and progress in life, work or in society in general. For many this will also support progression towards a GCSE English or a Level 2 Functional Skills English learning programme.
Are the qualifications part of a framework or initiative?	Not specifically, although the qualifications may provide a useful addition to Foundation Learning programmes.
Who did we develop the qualification with?	The qualifications have been developed in association with a wide range of providers and employers
What opportunities for progression are there?	The qualifications allow learners to progress <ul style="list-style-type: none"><li>• from Entry 3 to Level 1 to Level 2 within this suite</li><li>• to 3847 English Skills qualifications</li><li>• to a City &amp; Guilds vocational qualification</li><li>• to an Apprenticeship programme</li><li>• to employment.</li><li>• towards a GCSE in English</li><li>• towards a Level 2 Functional Skills qualification in English</li></ul>

## Qualification rationale

In response to the Skills Funding Agency's statement of February 2012, City & Guilds has developed a suite of qualifications to support learners to progress towards a learning programme in English GCSE or a level 2 Functional Skills English.

In line with the Skills Funding Agency statement, these qualifications focus on the core English skills required to enable this progression, with a particular focus on the knowledge, understanding, accuracy and resilience required to make progress. These qualifications are suitable for learners who need to demonstrate skills and knowledge at a given level for access to employment, further learning or another specific reason. The learning outcomes and assessment criteria are based upon the national Adult Literacy standards and mapped to the Adult Literacy Core

Curriculum. The assessments do not cover 100% of the Adult Literacy standards, but address specific key areas, many of which are highlighted by employers (through individual consultation and in national research - CBI Education and Skills Survey, May 2011) as lacking in many prospective employees e.g. reading and understanding texts, spelling and grammar.

The qualifications do not explicitly seek to assess problem solving capability, although some questions will be scenario-based, allowing those who aim to progress to a Functional Skills learning programme to build a solid foundation for the technical skills, as well as confidence to work under timed conditions.

These qualifications provide robust assessment of selected skills gained. They are offered as single, objective, summative assessment tests which are externally set and externally marked and taken under timed conditions. They provide a level of flexibility for learners who require an assessment opportunity 'when ready' and may suit those learners for whom a portfolio approach is not suitable.

## Structure

To achieve the **Entry Level Award in the Principles of Using Written and Spoken English (Entry 3)**, learners must achieve **10** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
T/505/5760	Unit 001	Principles of using written and spoken English	10

To achieve the **Level 1 Award in the Principles of Using Written and Spoken English**, learners must achieve **10** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
R/504/5589	Unit 101	Principles of using written and spoken English	10

To achieve the **Level 2 Award in the Principles of Using Written and Spoken English**, learners must achieve **10** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
R/504/5558	Unit 201	Principles of sing written and spoken English	10

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Entry Level Award in the Principles of Using Written and Spoken English (Entry 3)	99	100
Level 1 Award in the Principles of Using Written and Spoken English	58	100
Level 2 Award in the Principles of Using Written and Spoken English	58	100

# Centre requirements

If your Centre is approved to offer the following qualifications

- Functional Skills English (3748)
- Adult Literacy (3792)
- ESOL (3692)

you can apply for approval for the new Awards in the Principles of Using Written and Spoken English (3844-10/11/21) using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

## Resource requirements

### Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Co-ordinator
- Trainer/Tutor

These roles are defined more fully in the document 'Qualification and Systems Consultant Roles'.

Further supporting quality assurance documents can be found here:  
<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Documents/Quality-Assurance-Documents>

## Centre Staffing

Staff delivering these qualifications must be

- competent in the English being taught and assessed
- fully conversant with the National Standards for Adult Literacy and the subject criteria for Functional Skills English

## Teaching qualifications and subject specialist qualifications

It is good practice for staff to hold or be working towards a recognised teacher training qualification and/or relevant subject-specific teaching qualification, and depending on delivery setting/location this might be necessary to obtain public funding.

## Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the skills standards, delivery and assessment requirements, remains current.

## Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.



## 2 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for these qualifications:

Description	How to access
Sample test papers	Walled garden and Evolve
fast track approval forms/generic approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Promotional materials	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

For further information to assist with the planning and development of the programme, please refer to the following:

- Adult Literacy core curriculum  
<http://www.excellencegateway.org.uk/node/1515>
- Literacy Progression overview  
<http://repository.excellencegateway.org.uk/fedora/objects/import-pdf:9531/datastreams/PDF/content>

### 3 Assessment

City & Guilds has written the following assessments to use with this qualification:

- On screen tests, using e-volve

Unit	Title	Assessment method	Where to obtain assessment materials
001	Principles of using written and spoken English	On screen tests, using e-volve	Examinations provided on e-volve.
101	Principles of using written and spoken English	On screen tests, using e-volve	Examinations provided on e-volve.
201	Principles of using written and spoken English	On screen tests, using e-volve	Examinations provided on e-volve.

#### Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

Test 1: Unit 001

Duration: 1 hour

Pass Mark: 70%

Unit	Outcome	Number of questions	%
001	1 Be able to listen for information communicated orally in different contexts	6	15
	2 Be able to read texts	8	20
	3 Know the writing techniques required to write complete sentences for continuous text	26	65
	<b>Total</b>	<b>40</b>	<b>100</b>

**Test 2:** Unit 101  
**Duration:** 1 hour  
**Pass Mark:** 64%

Unit	Outcome	Number of questions	%
101	1 Be able to listen for information communicated orally	10	20
	2 Be able to read texts	12	24
	3 Be able to use the writing techniques required to write complete sentences for continuous text	28	56
<b>Total</b>		<b>50</b>	<b>100</b>

**Test 3:** Unit 201  
**Duration:** 1 hour  
**Pass Mark:** 64%

Unit	Outcome	Number of questions	%
201	1 Be able to obtain information from others communicated orally	10	18
	2 Be able to read complex texts	18	32
	3 Be able to use the writing techniques required to write continuous text	28	50
<b>Total</b>		<b>56</b>	<b>100</b>

### Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.

### Tutor Guidance

#### Sitting the test

Candidates may have access to the following materials during the assessment:

- rough paper, pens and pencils
- dictionaries are **not** permitted.

The tests are 1 hour in length. Candidates may wish to take a short screen break between sections however please note that candidates should remain seated during this time and test conditions still apply. As there is no ability to pause the test candidates must be informed that the timer on the test will continue to count down.

Each candidate will need a pair of earphones for sections 1 and 4 of the test as these both contain listening activities.

The sections can be done in any order.

### Sample tests

Online sample assessments will be available to schedule via the Walled Garden, **www.walledgarden.com**. The qualification number to access the sample tests is 3844-501 for Sample Level 1 and 3844-601 for Sample Level 2.

Candidates should attempt **at least one** sample paper prior to taking their live test. The tests scheduled via walled garden will provide immediate feedback. Samples sat via our website will not be marked and are more for familiarisation with the layout of the questions.

### Navigation tutorial screens

At the start of every test candidates are presented with a brief tutorial on how to use each of the different item types. Please make sure the candidate reads through these screens before they press the 'start exam' button.

Candidate's should use this opportunity to **check that their earphones work** and that the volume is set to the appropriate level.

## 3.2 Access Arrangements

### Guidance on applying for access arrangements for on-screen Examinations

#### Access arrangements for on-line examinations

City & Guilds **Access to assessment and qualifications** document can be downloaded from our website [www.cityandguilds.com/policy](http://www.cityandguilds.com/policy).

For access arrangements which require City & Guilds authorisation i.e. readers, scribes, over 25% extra time, centres must make an application to City & Guilds one month before the month of the examination, e.g. by 31 October for December examinations. Please refer to chapter 2 in the booklet 'Access to assessment and qualifications' for guidance.

#### Additional time

Centres can usually schedule time extensions for candidates needing up to 25% extra time. A guide on how to do this can be found at [www.cityandguilds.com/e-volve](http://www.cityandguilds.com/e-volve)

Time can be added in percentage multipliers of the test time, in increments of five e.g. 5%, 10% up to 25%.

Requests for over 25% extra time will need to be made to Policy & Regulation City & Guilds. Approval can be applied for and given for all online Principles of Using Written and Spoken English exams, for the entire year.

## **Rest Breaks**

The candidate must, as usual, be supervised during any short rest breaks and the system must be invigilated also to ensure that no one else can access the candidate's test or accidentally close the test down. When a break is needed the on screen e-assessments may be paused. The use of the pause function through the SecureAssess portal will lock the assessment as well as stop the clock. This function should also be used in the event of an emergency.

## **Documentation for access arrangements**

Evidence in support of an access arrangement must be held on file at your centre. Please see chapter 4 in the booklet 'Access to assessment and qualifications' for the evidence required for applications for a candidate with learning difficulties.

## **Use of an assistant**

The e-volve software allows candidates to use a keyboard or mouse and does not support other means. If the keyboard or mouse is not a standard one we recommend that the student is given access to the e-volve Navigation test well in advance of the proposed examination date using the special keyboard or mouse. Should any difficulties be experienced with the equipment we would be happy to consider the use of an assistant.

## **Use of Other Software**

At present, the use of other accessibility software with the on screen examinations is not supported. City & Guilds are liaising with software providers to develop accessibility to extend wider provision for all disabilities, this includes screen magnification software. Learners have the ability to change the text colour and background once they have entered their keycode. This leaves the learner time to find the best combination for their particular need.

Alternatively, there may be other non software application options such as placing a coloured overlay on the PC screen which may be trialled.

## **Contact details**

Access Arrangements  
City & Guilds  
1 Giltspur Street  
London EC1A 9DD

Telephone: 020 7294 2772  
Fax: 020 7294 2416  
e-mail: [policy@cityandguilds.com](mailto:policy@cityandguilds.com)



## 4 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to other standards
- learning outcomes which are comprised of a number of assessment criteria

UAN:	T/505/5760
Level:	Entry 3
Credit value:	10
GLH:	99
Relationship to other standards:	This unit is linked to the National Standards for Adult Literacy and the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop in learners the skills and techniques to read and listen to different oral communications and read different types of texts in order to identify information. Learners will also develop skills and techniques in punctuation, grammar, and spelling to produce complete sentences.

<b>Learning outcome</b>
The learner will: 1. be able to listen for information communicated orally in different contexts.
<b>Assessment criteria</b>
The learner can: 1.1 identify the gist of information from straightforward oral <b>recordings</b> in different <b>contexts</b> ALE3.1.1 (SLlr/E3.1) 1.2 identify detail from straightforward oral <b>recordings</b> in different <b>contexts</b> ALE3.1.2 (SLlr/E3.2) 1.3 identify relevant information from straightforward oral <b>recordings</b> in different <b>contexts</b> ALE3.1.3 (SLlr/E3.3) 1.4 identify new information from straightforward oral <b>recordings</b> in different <b>contexts</b> ALE3.1.3 (SLlr/E3.3)



<b>Range</b>
<b>Recordings</b> Explanations Presentations Instructions <ul style="list-style-type: none"> <li>• Narratives</li> <li>• Discussions</li> </ul> <b>Contexts</b> <ul style="list-style-type: none"> <li>• Work</li> <li>• Training</li> <li>• Formal</li> <li>• Informal</li> </ul>

<b>Learning outcome</b>
The learner will: 2. be able to read texts.
<b>Assessment criteria</b>
The learner can: 2.1 trace main events of continuous <b>texts</b> AL3.2.1 (Rt/LE3.1) 2.2 identify the different <b>purposes of text</b> AL3.2.2 (Rt/LE3.2) 2.3 identify <b>organisational features</b> used to locate information in <b>text</b> ALE3.2.3 (Rt/E3.3) ALE3.2.5 (Rt/E3.5) ALE3.2.13 (Rw/E3.4) 2.4 identify <b>language features</b> used in instructional text ALE3.2.3 (Rt/E3.3) 2.5 identify main points and ideas in <b>text</b> AL3.2.4 (Rt/E3.4) 2.6 use different <b>reading strategies</b> to find information in <b>text</b> ALE2.3.6/7/8 (Rt/E3.6/7/8) ALE3.2.10/11 (Rw/E3.1/2) 2.7 use <b>images</b> related to print to obtain information. AL3.2.9 (Rt/E3.9)

## Range

### Texts

- Chronological
- More than one paragraph

### Purposes

- Descriptive
- Explanatory
- Persuasive
- Informative
- Advisory
- Instructive
- Entertaining

### Organisational features

- Lists
- Numbering
- Alphabetical order
- Bullet points
- Diagrams
- Layout
- Menu
- Contents
- Index

### Language features

- Imperatives
- Second person

### Reading strategies

- Skimming
- Scanning
- Detailed reading
- Key words
- Specialist words

### Images

- Symbols
- Diagrams
- Pictures

<b>Learning outcome</b>
The learner will: 3. know the writing techniques required to write complete sentences for continuous text.
<b>Assessment criteria</b>
The learner can: 3.3 identify <b>sequence</b> in chronological writing ALE3.3.3 (Wt/E3.1) 3.1 identify correct <b>basic grammar</b> in text ALE3.3.5 (Ws/E3.2) ALE.3.3.8 (Wt/E3.4) 3.2 identify <b>complete sentences</b> in text ALE3.3.3 (Ws/E3.1) 3.2 identify <b>punctuation markers in text</b> ALE3.3.6 (Ws/E3.3) 3.3 spell <b>words</b> communicated orally. AL3.3.7 (Ww/E3.1)

<b>Range</b>
<p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Stages</li> <li>• Linking words</li> </ul> <p><b>Basic grammar</b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreements</li> <li>• Correct use of tense: <ul style="list-style-type: none"> <li>○ present</li> <li>○ perfect</li> <li>○ future</li> <li>○ modals</li> </ul> </li> <li>• Adverbs/adverbials</li> <li>• Pronouns</li> <li>• Adjectives/comparatives</li> <li>• Simple prepositions</li> </ul> <p><b>Complete sentence</b></p> <ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Compound sentences</li> </ul> <p><b>Punctuation markers</b></p> <ul style="list-style-type: none"> <li>• Capital letters for proper nouns, the pronoun 'I' and initial capitals in sentence breaks</li> <li>• End of sentence punctuation</li> <li>• Paragraphs</li> </ul> <p><b>Words</b></p> <ul style="list-style-type: none"> <li>• Key words</li> <li>• For work</li> <li>• For study</li> <li>• For special interest</li> </ul>



## Guidance

For 1.1 **Straightforward** is a term that is used to describe subjects and materials that learners often meet in their work, studies or other activities. Straightforward content is put across in a direct way where the main points are easily identifiable; usually the sentence structures are simple, and learners will be familiar with the vocabulary that is used.

For 1.3 **The relevance of information** will depend on the context and purpose of the listening.

UAN:	L/504/6837
Level:	1
Credit value:	10
GLH:	58
Relationship to other standards:	This unit is linked to the National Standards for Adult Literacy and the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop in learners the skills and techniques to read and listen to different types of texts in order to identify information. Learners will also develop skills and techniques in punctuation, grammar, and spelling to produce complete sentences.

<b>Learning outcome</b>
The learner will: 1. Be able to listen for information communicated orally
<b>Assessment criteria</b>
The learner can: 1.1 identify information from oral <b>recordings</b> on a range of straightforward topics. (SLlr/ L1.1) (SLlr/L1.2)

<b>Range</b>
<b>Recordings</b>
<ul style="list-style-type: none"> <li>• Explanations</li> <li>• Presentations</li> <li>• Instructions</li> <li>• Narratives</li> </ul>

<b>Learning outcome</b>
The learner will: 2. Be able to read texts
<b>Assessment criteria</b>
The learner can: 2.1 trace main events of <b>continuous texts</b>

(Rt/ L1.1) (Rt/ L1.2) (Rt/ L1.5)
2.2 identify <b>information</b> from within <b>different types of texts</b> (Rt/L1.1, Rt/L1.3)
2.3 locate information in texts (Rt/L1.4, RT/L1.5)
2.4 identify <b>structural features</b> that can assist in locating information in texts. (Rt/L1.4)

<b>Range</b>
<p><b>Continuous texts</b></p> <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Explanatory</li> <li>• Persuasive</li> <li>• Informative</li> <li>• Advisory</li> <li>• Instructive</li> </ul> <p><b>Information</b></p> <ul style="list-style-type: none"> <li>• Main points or events</li> <li>• Specific details</li> <li>• Meanings conveyed by images</li> </ul> <p><b>Different types of texts</b></p> <ul style="list-style-type: none"> <li>• Instructive</li> <li>• Descriptive</li> <li>• Explanatory</li> <li>• Persuasive</li> </ul> <p><b>Structural features</b></p> <ul style="list-style-type: none"> <li>• Contents</li> <li>• Index</li> <li>• Menus</li> <li>• Sub-headings</li> <li>• Paragraphs</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Be able to use the writing techniques required to write complete sentences for continuous text
<b>Assessment criteria</b>
The learner can: 3.1 select <b>language</b> suitable for purpose and audience (Wt/L1.4) 3.2 select <b>format</b> suitable for purpose (Wt/L1.5) 3.3 identify <b>complete sentences</b> (WsL1.1) 3.4 identify <b>correct grammar</b> in texts (WsL1.2)

3.5 identify <b>punctuation markers</b> needed so that meaning is clear (Ws/L1.3)
3.6 spell words communicated orally. (Ww/L1.1)

<b>Range</b>
<b>Language</b> <ul style="list-style-type: none"><li>• Complexity</li><li>• Style</li><li>• Vocabulary</li></ul>
<b>Format</b> <ul style="list-style-type: none"><li>• Paragraphs</li><li>• Numbered lists</li><li>• Bulleted points</li><li>• Sub-headings</li></ul>
<b>Complete sentence</b> <ul style="list-style-type: none"><li>• Simple sentences</li><li>• Compound sentences</li></ul>
<b>Correct grammar</b> <ul style="list-style-type: none"><li>• Subject-verb agreements</li><li>• Correct use of tense</li><li>• Word forms</li><li>• Sentence structure</li></ul>
<b>Punctuation markers</b> <ul style="list-style-type: none"><li>• Capital letters</li><li>• Full stops</li><li>• Question marks</li><li>• Paragraphs</li></ul>



UAN:	Y/504/6839
Level:	2
Credit value:	10
GLH:	58
Relationship to other standards:	This unit is linked to the National Standards for Adult Literacy and the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop in learners the skills and techniques to read and listen to different types of texts of varying degrees of complexity in order to identify information. Learners will also develop skills and techniques in punctuation, grammar and spelling to produce complete complex sentences.

<b>Learning outcome</b>
The learner will:
1. be able to obtain information from others communicated orally
<b>Assessment criteria</b>
The learner can:
1.1 identify information from oral <b>recordings</b> on a range of topics (SLlr/L2.1) (SLlr/L2.2)

<b>Range</b>
Recordings Explanations Presentations Multi-step Instructions Narratives

<b>Learning outcome</b>
The learner will: 2. be able to read complex texts
<b>Assessment criteria</b>
The learner can: 2.1 trace main events of written <b>complex texts</b> (Rt/L2.1) (Rt/L2.7) 2.2 identify main points from written <b>complex texts</b> (Rt/L2.3) (Rt/L2.7) 2.3 identify specific detail from written <b>complex texts</b> (Rt/L2.3) (Rt/L2.7) 2.4 identify the <b>purpose</b> of written texts (Rt/L2.2) 2.5 locate information in written texts (Rt/L2.6) 2.6 identify points of view within an argument (Rt/L2.4) 2.7 infer meaning from <b>clues</b> in written texts (Rt/L2.2) 2.8 <b>evaluate information</b> presented in written texts (Rt/L2.5) 2.9 compare information, ideas and opinions from different sources (Rt/L2.5) 2.10 summarise information from longer documents (Rt/L2.8) 2.11 interpret technical vocabulary (Rw/L2.1)

<b>Range</b>
<p><b>Complex texts</b></p> <ul style="list-style-type: none"> <li>• Simple/compound and complex sentences</li> </ul> <p><b>Purposes</b></p> <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Explanations</li> <li>• Persuasive</li> <li>• Informative</li> <li>• Advisory</li> <li>• Instructive</li> </ul> <p><b>Clues</b></p> <ul style="list-style-type: none"> <li>• Explicit</li> <li>• Implicit</li> </ul> <p><b>Evaluate information</b></p> <ul style="list-style-type: none"> <li>• Bias</li> <li>• Objectivity</li> <li>• Emphasis</li> <li>• Omissions</li> <li>• Facts and opinions</li> </ul>

<b>Learning outcome</b>
The learner will: 3. be able to use the writing techniques required to write continuous text
<b>Assessment criteria</b>
The learner can: 3.1 identify <b>correct grammar</b> in texts (Ws/L2.2) 3.2 identify <b>complex punctuation markers</b> needed so that meaning is clear (Ws/L2.4) 3.3 select <b>format</b> suitable for purpose (Wt/L2.4) 3.4 select <b>language</b> suitable for purpose and audience (Wt/L2.5) 3.5 select pronouns needed so that meaning is clear (Ws/L2.3) 3.6 spell <b>words</b> communicated orally (Ww/L2.1)

<b>Range</b>
<p><b>Correct grammar</b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreements</li> <li>• Correct use of tense</li> <li>• Word forms</li> <li>• Sentence structure</li> </ul> <p><b>Complex punctuation markers</b></p> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Commas</li> <li>• Question marks</li> <li>• Apostrophes</li> <li>• Direct quotation marks</li> <li>• Paragraphs</li> </ul> <p><b>Format</b></p> <ul style="list-style-type: none"> <li>• Article</li> <li>• Business letter</li> <li>• Memo</li> <li>• Agenda</li> <li>• Report</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul> <p><b>Words</b></p> <ul style="list-style-type: none"> <li>• Used most often in:</li> <li>• Work</li> <li>• Studies</li> <li>• Daily life</li> <li>• Technical</li> </ul>

# Appendix 1

## Relationships to other qualifications

### Links to other qualifications

The standards for GCSE English and Functional Skills English have been provided as guidance and suggest areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

These qualifications have links to the:

- Entry Level English Skills (Entry 3) (3847)
- Level 1 English Skills (3847)
- Level 2 English Skills (3847)

### Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)

## Appendix 2

### Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

*Centre Manual - Supporting Customer Excellence* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

*Our Quality Assurance Requirements* encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

*Access to Assessment & Qualifications* provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
  - **Events:** dates and information on the latest Centre events

- Online assessment: how to register for e-assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

<b>UK learners</b> General qualification information	T: +44 (0)844 543 0033 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email:  
[feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)



## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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